DOCUMENT RESUME

ED 060 709 FL 002 959

AUTHOR Robinett, Betty Wallace
TITLE The Domains of TESOL.
PUB DATE 26 Feb 72
NOTE 24p.; Paper presented at the Sixth Annual TESOL Convention, Washington, D.C., February 26, 1972

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS American Indians; Applied Linguistics; Bilingual Education; Cultural Pluralism; *English (Second Language); Language Development; Language Instruction; *Language Programs; Minority Groups; *Non English Speaking; *Nonstandard Dialects; *Professional Associations; Psycholinguistics; Puerto Ricans; Second Language Learning; Social Dialects; Sociolinguistics; Standard Spoken Usage

ABSTRACT

The domains of Teachers of English to Speakers of Other Languages (TESOL) are those spheres of concern involving persons who speak languages other than English or dialects of English other than the standard. This clientele has been classified traditionally in terms of programs in English as a foreign language, English as a second language, English as a second dialect, and bilingual education. This paper suggests a classification of these various groups by a configuration which differentiates yet relates them to each other by placing them along a continuous line running from one extreme, that of the non-English speaker, to the other extreme, that of the speaker of standard English. It is suggested that each program is an individual operation distinguished from others by variables such as student population, motivation, and teaching and administrative personnel. It is noted that heretofore methods and materials developed principally for one group (English as a foreign language) have been used for populations in various programs, and it is suggested that the TESOL organization should encourage research in linguistics, sociolinguistics, and psycholinguistics which will perhaps aid in the development of new strategies of teaching for all the programs which exist in the TESOL domains. (Author)

FILMED FROM BEST AVAILABLE COPY

ED 060709

THE DOMAINS OF TESOL

Betty Wallace Robinett
University of Minnesota

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Paper presented at
TESOL Convention
February 26 - March 1, 1972
Washington, D.C.

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY Betty Wallace Robinett
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

FL002 959

Prepublication copy - not for quotation
or duplication without permission

FILMED FROM BEST AVAILABLE COPY

ABSTRACT

THE DOMAINS OF TESOL

Betty Wallace Robinett
University of Minnesota

The domains of TESOL are those spheres of concern involving persons who speak languages other than English or dialects of English other than the standard. These people have been classified traditionally in terms of programs in EFL, ESL, ESD, and bilingual education. This paper suggests a classification of these various groups by a configuration which differentiates yet relates them to each other by placing them along a continuous line running from one extreme, that of the non-English speaker, to the other extreme, that of the speaker of standard English. Several points of reference can be noted on this continuum which coincide, to some extent, with the traditional designations for programs. Starting at the non-English-speaking end of the continuum and moving to the other end, these various points are as follows: (1) EFL for those whose purpose in learning English is cultural, such as Germans learning English in Germany; (2) "instrumental" ESL for those who have a functional purpose in learning English, such as foreign students in the United States; (3) "integrative" ESL for those who have the desire or need to join an English-speaking community, such as Puerto Ricans in New York City; (4) bilingual programs for those who need two languages to operate in a community, such as Mexican-Americans in Texas; and (5) those who speak a dialect other than the so-called standard, such as Blacks in New York City. It is suggested

FILMED FROM BEST AVAILABLE COPY

that each program is an individual operation distinguished from others by variables such as student population, motivation, teaching and administrative personnel, variables which must be considered in implementing programs. It is noted that heretofore methods and materials developed principally for one group (EFL) have been used for populations in various programs, and it is suggested that the TESOL organization should encourage research in linguistics, sociolinguistics, and psycholinguistics which will perhaps aid in the development of new strategies of teaching for all the programs which exist in the TESOL domains.

FILMED FROM BEST AVAILABLE COPY

THE DOMAINS OF TESOL

Betty Wallace Robinett
University of Minnesota

The domains of TESOL are one, but varied. They are not difficult to determine if we accept the dictionary definition of domain as "sphere of concern." Our basic concern is with people who are encountering problems of one sort or another in using the English language. However, when it comes to classifying these people, the task becomes more difficult. They have been traditionally pigeonholed into programs in English as a foreign language, English as a second language, English as a second dialect, and bilingual education. While there is considerable similarity in three of these groups, the fourth seems quite distinct. EFL, ESL, and bilingual education involve students whose native language is not English; ESD on the other hand, concerns those who already speak English, but a dialect which is other than the so-called standard. It seems logical as a first step in our discussion of the domains of TESOL to simplify this terminological complexity by identifying what may seem to be two rather disparate areas of concern: English to Speakers of Other Languages (ESOL) and English to Speakers of Other Dialects (ESOD).

As a beginning, a look at how the first of these two areas (ESOL) has been subdivided might be useful. About ten years ago Albert Marckwardt called attention to the distinction which the British have traditionally made between English as a foreign language and English as a second language:

FILMED FROM BEST AVAILABLE COPY

> By English as a Foreign Language they [the British] mean English taught as a school subject or on an adult level solely for the purpose of giving the student a foreign-language competence which he may use in one of several ways--to read literature, to read technical works, to listen to the radio, to understand dialogue in the movies, to use the language for communication with transient English or Americans. It is a use of the language not too different from what we have in mind when we teach foreign languages in the United States.
>
> When the term English as a Second Language is used, the reference is usually to a situation where English becomes a language of instruction in the schools, as in the Philippines, or a lingua franca between speakers of widely diverse languages as in India. (Marckwardt, p. 4)

The terms EFL and ESL have been used almost interchangeably in the United States at times, although I believe the more common term now is ESL, reflecting the change in emphasis from foreign students to native American populations. In Harold Allen's Teaching English as a Second Language (1965), I found the term "second language" in the titles of five articles and "foreign language" in four. In the title index to the first three volumes of TESOL Quarterly (1967-69) there are twenty occurrences of "second language" as against five of "foreign language." As editor of the Quarterly I never presumed to dictate usage in this matter, but I had to watch constantly to be sure that acronyms (ESL, EFL, or ESOL) were used consistently in a given article. Two of the titles in the December 1971 issue of The Modern Language Journal reflect this vacilation in the use of ESL and EFL: "Imitation and Correction in Foreign Language Learning" and "Recent Methods and Trends in Second Language Teaching." The first article, the one which contains "foreign language" in its title closes with the following statement: "Underlying the foregoing procedures is the assumption

FILMED FROM BEST AVAILABLE COPY

that stringent demands for grammatical accuracy are not only unrealistic but possibly harmful in learning a second language." [italics mine] (Holley and King, p. 498)

In my own experience I have seen the ESOL field in the United States grow from rather narrowly conceived EFL operations, mainly on the campuses of large universities, to broadly based programs (many with federal funding) reaching from New York City to Miami, across the Southwest to California, beyond the confines of the continent to the islands of Hawaii, and north to Alaska. Dotted across the country are also pockets of ESL constituencies in such large urban centers as Chicago, Indianopolis, St. Paul, Denver.

I think that David Harris interpreted the facts correctly when he said in his 1970 Presidential Report to the Membership:

> It was our growing involvement in domestic programs, where large numbers of learners could not be categorized as foreigners, that more than anything else led to the gradual disuse of the term "English as a foreign language" and its replacement by "English as a second language" and, later, "English to speakers of other languages." (Harris, p. 2)

In reality, there have not been real differences in methodology which have characterized EFL teaching as distinct from that of ESL. Any distinction which may have been assumed simply reflects the many variables inherent in different programs: the student population involved, motivational factors, time available for teaching, materials used, teachers, trainers of these teachers, administrative organization, and so forth. And these variables exist in any program in ESOL. We will say more of this later.

More recently, Wallace Lambert has identified two distinct kinds of ESL learners in terms of their attitudes and their orien-

FILMED FROM BEST AVAILABLE COPY

tation toward language learning. He terms "instrumental" the kind of orientation by which a person is motivated to learn a language in order to get ahead in his profession or occupation, in other words to achieve some special goal. The orientation is called "integrative" if it results in the learner becoming better oriented toward the second culture. (Lambert, p. 39)

William Norris describes the situation as it has developed in the United States in terms of these two kinds of ESL learners:

> Both purposes may be present in varying proportions in nearly all TESL situations, but in the 1940's and 50's most TESOL professionals active in the United States concentrated on foreign students on U. S. campuses with primarily "instrumental" purposes. During the sixties, however, much more attention was directed toward the "integrative" needs of non-English-speaking minorities in America: Spanish speakers, American Indians, and members of other ethnic groups. (Norris, p. 2)

Another supposedly discrete area of ESOL is that of bilingual education involving the teaching of English. It may be possible to apply the terms "instrumental" and "integrative" to ESOL bilingual programs, too. Those with an "instrumental" orientation would be programs in which Spanish-speaking children would be taught English and English-speaking children would be taught Spanish. The English-speaking children probably would look at learning the language primarily as a means of gaining some knowledge of the culture it represents. Programs with an "integrative" orientation would be those in which the native language would be used as a means of instruction to facilitate learning for a child whose native language was not English. The Navajo-English bilingual programs would be an illustration of "integrative" bilingualism. In these situations the

FILMED FROM BEST AVAILABLE COPY

bilingualism is practiced on one group of speakers. In the "instrumental" bilingual programs it is practiced on speakers from two different language backgrounds.

The typology of bilingual education proposed by William Mackey gives some idea of the possible diversity of bilingual programs. Mackey points out that "The term 'bilingual school' means many things, even within the same country, and in any discussion is likely to mean different things to different persons." He feels it "necessary to isolate and classify all types of bilingual education" as a prelude to any research. (Mackey, 597) Mackey is saying for bilingual education what I will say for all ESOL programs: we have to consider each program as separate and individual, taking into account all of the variables involved and building programs in terms of these variables.

While bilingual education has been with us in America since the creation of German schools in Cincinnati in 1840 (Andersson, 427), it has not been until as recently as 1963 with the innauguration of Coral Way Elementary School in Miami, Florida, that it has had any real impetus in the United States. With the signing of the Bilingual Education Act in 1968 we have begun to "redress the traditional miseducation of children whose home language is other than English." (Andersson, p. 429)

The newest piece of legislation concerning bilingual education was announced in Massachusetts in December 1971 to take effect in September 1972. This law makes it mandatory in Massachusetts for every school system with twenty or more children of limited English-speaking ability to provide a transitional bilingual education

FILMED FROM BEST AVAILABLE COPY

program for its pupils. (Reported in the Minneapolis Star, December 30, 1971) It will be fascinating to see the results of this legislation. I warrant there may be as many different implementations of the law as there are people reading it.

One very important concern of TESOL should be the governmental decisions which involve programs for those needing English language instruction. With large amounts of money being earmarked for bilingual programs, it behooves this organization to exert pressure to see that these funds are intelligently used to benefit the population to be served. It also behooves us to try in every way possible to help avoid any political pressures which may be brought to bear that would stultify or adulterate programs in ESOL. As Mackey so wisely points out, "It is important that the pressures of politics be distinguished from local linguistic needs." (Mackey, p. 596)

Let us now turn to the second of the major areas of the TESOL domain and talk about ESOD, the teaching of standard English to speakers of other dialects. This is the area of most recently developing concern in our organization; it is also an area about which many of us feel least secure, not because we have not been interested but because our work has been strongly based in ESOL. This focus is now changing, however, as more information and more research comes to light. In this paper I am assuming that we wish to teach standard English to those who speak a non-standard dialect. There are those, of course, who hold opposing views.[1]

---

[1]See for example two articles in College English, 33(January 1972): Wayne O'Neil, "The Politics of Bidialectalism," 433-438; and James Sledd, "Doublespeak: Dialectology in the Service of Big Brother," 439-456.

FILMED FROM BEST AVAILABLE COPY

It is natural that people who deal with ESOD problems should have turned to the TESOL organization, not only because of its concern for English language teaching but because it has served populations which are often thought of as minority groups: Puerto Ricans, American Indians, Mexican Americans. These groups as well as those who already speak English albeit with a non-standard dialect are by no stretch of the imagination "foreigners"; however, they all have a linguistic need.

What may make the task of finding solutions to the linguistic problems of ESOD more difficult than that of ESOL is that there has not been a real consensus among professionals who concern themselves with these populations as to the basis of the problems. There are two opposing viewpoints in regard to school populations who speak non-standard dialects: (1) they are under-privileged, deprived, deficient children who need enrichment of their experience which will help in the development of their verbal ability; or (2) they are children who speak a different dialect but come to the schools with equal intelligence and equal facility for learning; they need to be stimulated to use the talents they already have.

William Labov has stated the position of most of us quite clearly in regard to the first viewpoint, the "verbal deprivation theory" propounded by Beretier and other educational psychologists, a theory which is founded on the belief that Negro children "cannot speak complete sentences, do not know the names of common objects, cannot form concepts or convey logical thoughts." (Labov, p. 2) As Labov says, "All linguists agree that nonstandard dialects are highly structured systems...All linguists who work with NNE

FILMED FROM BEST AVAILABLE COPY

recognize that it is a separate system closely related to standard English but set apart from the surrounding white dialects by a number of persistent and systematic differences." He goes on to say that "Linguists now agree that teachers must know as much as possible about Negro nonstandard English as a communicative system." There should be nothing surprising in this suggestion. Don't all teachers try to know as much as possible about the language background of anyone whom they are teaching English?

We are firmly committed, then, to the attitude which linguists take that all dialects are useful for communication. If it were otherwise, they would cease to exist. Pupils who come to school speaking a dialect other than the standard should not be made to feel inferior in any way. Schools should consistently impress on all students the validity of varieties of speech. These attitudes of acceptance should be one of the primary targets for teaching.

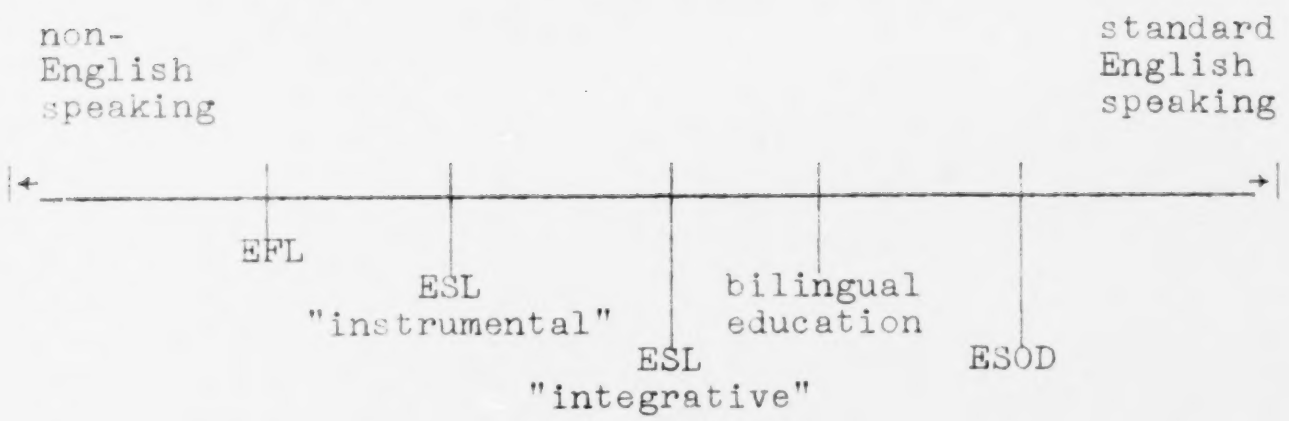
FILMED FROM BEST AVAILABLE COPY

In summarizing the linguists' point of view, as well as that of many sociolinguists in regard to ESOD matters, it is safe to say as Williams does, "The difference theorists would turn more to the schools than to the child." (Williams, p. 8) This does not mean that the child is unimportant, merely that the child is not looked upon as being deficient and the source of the difficulty. From this point of view the onus of the problem is on society, not on the child.

With these preliminary explorations into the various aspects of TESOL let's look at the total domain. I have come to think of the teaching of English, as we are concerned with it, as on a continuum, the two extremes of which could be labelled "non-English speaking" and "standard English speaking." It would look something like this:

Those persons at either extreme we would not be concerned with: that is, the non-English speaking person who has no desire or need for English or the person who already speaks standard English and has no need or desire to learn a second language or dialect. But it is possible that at every point in between these two extremes we could conceivably find a person who is at some stage of acquiring English as a communicative tool. If we plot the approximate points on the continuum for the kinds of student populations we have discussed previously, they might appear something like this:

FILMED FROM BEST AVAILABLE COPY



EFL appears at that point where English is looked upon as a cultural acquisition and the native language is dominant. "Instrumental" ESL, to use Lambert's term, is further along the continuum because English is being learned for a specific functional purpose, but the native language is still dominant. ESL as "integrative" is acquired because it is necessary, often because it is the language of instruction in the schools or because it is the language which is recognized as the common means of communication between peoples of various languages in a given country. Bilingual education comes next because both English and the native language are viewed as necessary and useful, and equal emphasis is placed on both. ESOD is at the other extreme on the continuum because it is closest to standard English. Of some curiosity but of no real importance is the fact that this continuum also depicts the historical development of large-scale English-teaching programs in the United States.

The variables which separate the points on the continuum might be analyzed in terms of four disciplines: linguistics, sociolinguistics, psycholinguistics, and education. The linguistic variables would be those of English as contrasted with the language or dialect of the student population. Elements from a contrastive analysis

FILMED FROM BEST AVAILABLE COPY

or error analysis (linguistic "goofs" as Burt and Kiparsky [1972] term them) could be used as a checklist of linguistic variables. Sociological elements peculiar to the community and the total environment

FILMED FROM BEST AVAILABLE COPY

in which the program is to function could make up another list. Psychological factors dealing with student and parental motivation and language-learning theories could be a third. Varieties of teaching strategies, classroom management, and teacher training could be listed as variables from the educational component.

One way to utilize these variables in identifying various programs on the continuum might be in terms of distinctive features, marking the presence or absence of certain items. Programs would then be differentiated by comparing and contrasting the patterns of these distinctive features. For example, a somewhat typical "instrumental" ESL program might be classified as follows: + adult, - non-adult; + heterogeneous language background, - homogeneous language background; + English-speaking environment, - non-English-speaking environment; + native English-speaking teachers, - non-native English-speaking teachers; + 5 hours' instruction per week, - more than 5 hours' instruction per week; and so forth.

It seems to me that a careful listing of the variables in the kinds of programs possible on this continuum would be useful in their planning and implementation. It would point up the fact that programs vary in many different ways and that teaching strategies probably need to vary with the programs. It seems to me that this analysis would be particularly useful in working with so-called bilingual programs which can involve such widely differing kinds of organizations.[2]

FILMED FROM BEST AVAILABLE COPY

[2]An interesting application of distinctive feature analysis to teaching strategies is found in Frederick J. Bosco and Robert J. DiPietro, "Instructional Strategies: Their Psychological and Linguistic Bases," in Toward a Cognitive Approach to Second Language Acquisition, ed. Robert C. Lugton (Philadelphia: Center for Curriculum Development, 1971), 31-52.

An example of the importance of psycholinguistic and sociolinguistic aspects which differentiate various language-learning groups is given by Paulston. In this comment on her own experience in learning English, she points out the threat that sometimes accompanies the learning of a "second" language rather than a "foreign" language.

> ...for a Swede who by necessity learns English as the lingua franca of Europe, the experience is not very threatening. He has a perfectly good language and culture of his own, he considers himself fully equal to anything English or American, and, more importantly, he expects this to be the mutual viewpoint. But consider the learning of English by the Amerindian and the Puerto Rican. ...The very fact that he is pressured into accepting another culture and its medium of expression is likely to seem a derogatory comment on his own culture. The point I am making is that foreign language learning and second language learning may be a much more dissimilar psychological experience than we have previously supposed it to be. We need to consider more carefully the socio-psychological importance of language as the reflection of the peer group in societies which have sub- and superordinate cultures, and we need to do this in a systematic way. (Paulston, p. 10)

We find no threat to the usual American ethnocentric acceptance of the sovereignity of English until we reach the point on the continuum where bilingual education and ESOD appear. Once we are confronted with the suggestion of bilingualism and ESOD (which should

FILMED FROM BEST AVAILABLE COPY

be approached in much the same way as bilingual education, I believe), we begin to step on toes. Here is where TESOL is going to have to exercise great educational pressure. We have to overcome the traditional American notion that only English (standard, that is) is acceptable. We have to look at Mexican Americans, Puerto Rican Americans, Indian Americans, and Black Americans as different, but not deficient. We need to unify, not separate. The best basis for unification may be through English, but always as an addition to, not a replacement for, the language or dialect which people already speak. Everyone needs to have pride in his own background, his own language or dialect, his own culture. Only insofar as differences are accepted and given proper status, will language programs be successful. Any attempts to eradicate the language or culture of the individual will be and should be met with resistance. The old concept of America as the "melting pot" has resulted in nothing but a seething caldron. Acceptance of cultural and linguistic pluralism is what is needed.

It has been primarily from TESOL's interest in teaching English to Mexican Americans, American Indians, and to non-standard speakers of the language that a deeper appreciation of the importance of the variables in a given program, such as student motivation and goals, has developed. The lessening emphasis upon the "purely" linguistic content and linguistic sequencing of materials, and the input from psycholinguistic and sociolinguistic research have expanded our outlook.

Although some may have been led to believe so, a background in linguistics has never been the panacea for all language-teaching

FILMED FROM BEST AVAILABLE COPY

problems. The development of healthy attitudes toward language varieties and the knowledge of what characterizes all languages are probably the most important bits of linguistic information a teacher can possess. Newer research seems to be leading closer to what may be linguistic universals. If so, we may have useful information about inherent characteristics humans possess which could form the basis on which to build the learning of other languages.

The linguistic input does not have to be an esoteric, theoretical description of the competence of an ideal speaker; it has to be the description of the actual usage of the speakers of the language. Linguistic theories should lead to a description of the "communicative competence" which Dell Hymes refers to or to what John Oller calls "pragmatics": the correlation of linguistic forms to contexts. Oller maintains that his concept of pragmatics has the following implications for language teaching:

> With respect to material construction it indicates that the structures selected should be presented in meaningful contexts where a normal sequence of events is observed. It also indicates that instead of manipulating purely abstract elements of a calculus--usually a paradigm of totally unrelated sentences illustrating a point of syntax--the student should be using language in response to a paradigm of situations. Instead of concentrating on the words coming out of his mouth he should be thinking about the ideas in his head that he wishes to communicate. Pragmatics defines the goal of teaching a language as inducing the student not merely to manipulate meaningless sound sequences, but to send and receive messages in the language. (Oller, 507)

This point of view re-emphasizes what Clifford Prator (1965) pointed out several years ago: the need to move away from the pure manipulation of bits and pieces of the language toward its communicative use.

FILMED FROM BEST AVAILABLE COPY

It is clear that the traditionally referred to "application of linguistics to teaching ESOL or ESOD" must now be augmented by that of sociolinguistics and psycholinguistics. Teachers must have an understanding of the social basis of language and the psychological aspects of language learning.

Sociolinguistics, which Fishman defines as "the study of the characteristics of language varieties, the characteristics of their functions, and the characteristics of their speakers as these three constantly interact, change, and change one another within a speech community," (Fishman, p. 4) is obviously of great relevance to ESOL and ESOD programs.

The planning of a program must come from the group involved or the success of the venture is jeopardized. The linguist and/or TESOL expert can provide information about the language content and methods of teaching, but long cherished ideas need to be rethought in terms of the specific people involved. As an example let me mention one Head Start group which asked me for help recently. It was apparent, on my first visit with this group, that the parents of the children involved, the supervisor from the school system who had asked for my help, and the personnel being utilized in the program had not thought through exactly what they were going to do with these pre-schoolers. I could only answer questions of a very general nature because I could not foresee what their final decisions would be. I felt frustrated and I am sure they did too. However, I was pleased to be able to point out some of the information which TESOL Quarterly has published about instituting new programs in ESOL to help them in their decisions.[3]

FILMED FROM BEST AVAILABLE COPY

---

[3]Robbie Choate Cooksey, "Priorities in Instituting the Teaching of English as a Second Language in a Southwest Texas School," TESOL Quarterly, 2 (September, 1968), 181-186; Stanley Levenson, "Preparing for or Revitalizing ESL Programs: The Task Group Approach," TESOL Quarterly, 3 (1969), 61-64.

Just as sociolinguistics holds promise for ESOL, psycholinguistics shows evidence of providing help in solving the mystery of how language is learned and may aid in our search for better ways of helping people to learn. A critical need in this domain of TESOL is for research and experimentation in teaching strategies. A recent issue of Elementary English contained an article with the title "TESL: A Critical Evaluation of Publications, 1961-68" in which the authors state: "The small number of TESL articles published in the last few years combined with the low quality of much of the research that attempts a scientific format, indicates a pressing need for careful, controlled research that tests a limited hypothesis and carefully analyzes the results." (Morrisroe and Morrisroe, pp. 59-60) TESOL Quarterly was not one of the publications listed in this study although it is the only American journal which devotes itself specifically to ESOL concerns. Although I must quarrel with the fact that the authors did not make use of one of the most important resources in ESOL for their study, I cannot quarrel with the statements which are made concerning the lack of reports on experimentation. The authors' belief that "the classroom must be used as the proving ground for new techniques" is held by many psycholinguists. Jakobovits' words regarding what he calls "the liberal approach to

FILMED FROM BEST AVAILABLE COPY

language teaching" are pertinent here:

> This approach regards the student as the most important contributor to the learning process...the teacher, rather than the academic researcher, is best qualified to decide upon the innovations in instructional procedures and materials which are to render foreign language teaching more effective than it presently is. In order to be able to play this role and not relinquish it to others, the teacher must come to have a proper understanding not only of psychological theory and research per se, but of the process whereby psychologists themselves come to formulate these theories. (Jakobovits, p. xvi)

John Carroll made much the same plea to the TESOL membership at last year's convention, but with a slightly different emphasis:

> In language teaching, as in other kinds of instruction, probably the critical factor in success is in managing the learning procedures of the student in such a way that at any given stage of learning the student is learning just what he needs to learn, being given the appropriate strategy for that learning to take place, and being properly reinforced in that learning. (Carroll, p. 113)

He went on to say, however, "...the teacher's ability to manage learning behavior remains one of the most unexplored, unstudied variables in educational research." This should be the concern of TESOL.

Several of the recommendations which Frederick Williams makes in his book Language and Poverty bear directly on this question of experimentation and research in teaching, and the development of new strategies of learning. They also serve to focus attention once again on the sociolinguistic and psycholinguistic aspects of language learning. The three recommendations which I would particularly stress are these:

1) We must develop new strategies for language instruction, as our existing ones are largely inadequate for use with children coming from varying language backgrounds.

FILMED FROM BEST AVAILABLE COPY

2/ We must increase our research efforts in the study of language differences in the United States, and the interrelation of these with different social and family structures.

3/ Language programs for the poor should incorporate research and evaluation components. (Williams, p. vi-vii)

As the title of his book reveals, Williams suggests that language and poverty are closely related. It is a sad commentary on our society that those who are already weighted down by the mere struggle to exist should be further penalized because of their use of English. It is such inequities as this that the TESOL organization has committed itself to eradicate. This, in the largest sense, is the domain of TESOL.

FILMED FROM BEST AVAILABLE COPY

REFERENCES

Andersson, Theodore. "Bilingual Education: The American Experience." Modern Language Journal, 55 (1971), 427-440.

Burt, M. K., and Carol Kiparsky. The Gooficon. Rowley, Massachusetts: Newbury House, 1972.

Carroll, John B. "Current Issues in Psycholinguistics and Second Language Teaching." TESOL Quarterly, 5 (1971), 101-114.

Fishman, Joshua A. Sociolinguistics. Rowley, Massachusetts: Newbury House, 1970.

Harris, David P. "1970 TESOL Presidential Report to the Membership." TESOL Newsletter, 4:2 and 3 (1970), 1-4.

Holley, Freda M., and Janet K. King. "Imitation and Correction in Foreign Language Learning." Modern Language Journal, 55:8 (1971), 494-498.

Jakobovits, Leon A. Foreign Language Learning: A Psycholinguistic Analysis of the Issues. Rowley, Massachusetts: Newbury House, 1970.

Labov, William. "The Logic of Nonstandard English." Monograph Series on Languages and Linguistics, Number 22 (1969), ed. James Alatis. Washington, D. C.: Georgetown University, 1970. Pp. 1-43.

Lambert, Wallace E. "Psychological Approaches to the Study of Language." Teaching English as a Second Language, ed. Harold B. Allen. New York: McGraw-Hill, 1965. Pp. 25-50.

FILMED FROM BEST AVAILABLE COPY

Mackey, William F. "A Typology of Bilingual Education." Foreign Language Annals, 3 (1970), 596-608.

Marckwardt, Albert H. "English as a Second Language and English as a Foreign Language." PMLA, 78:2 (1963), 25-28.

Morrisroe, Michael, and Sue Morrisroe. "TESL: A Critical Evaluation of Publications, 1961-68." Elementary English, 49 (1972), 50-61.

Norris, William E. Teaching English as a Second Language: A Survey for 1969 and a Projection for the 1970's. Eric Clearinghouse for Linguistics, 1971.

Oller, John W., Jr. "Transformational Theory and Pragmatics." Modern Language Journal, 54 (1970), 504-507.

Paulston, Christina Bratt. "Las Escuelas Bilingües: The Peruvian Experience." Paper read at the TESOL Convention, March 1969, to appear in IRAL (1972).

Prator, Clifford H. "Development of a Manipulation - Communication Scale." NAFSA Studies and Papers, English Language Series, Number 10 (March, 1965), pp. 57-62.

Williams, Frederick, ed. Language and Poverty. Chicago: Markham, 1970.